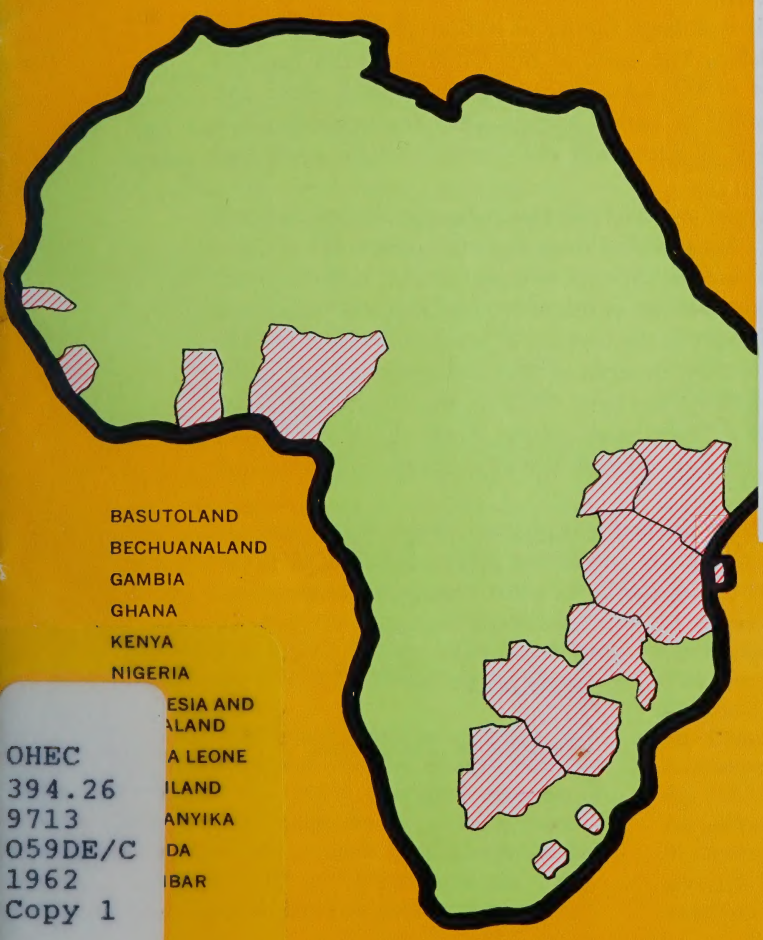
YOUTH IN COMMONWEALTH AFRICA



A brief overall survey of the current concerns of the emerging nations of Commonwealth Africa to assist in the celebration of Commonwealth Day in the schools of Ontario.

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COMMONWEALTH DAY, MAY 18, 1962

ONTARIO

THE MINISTER'S MESSAGE

The observance of Commonwealth Day in the schools of Ontario is a long established tradition. Part of this observance is the annual edition of a Commonwealth booklet addressed to teachers and pupils of the Province. This year's topic is YOUTH IN COMMONWEALTH AFRICA. The publication follows the theme established last year when a study was made of the young people and their activities in the Commonwealth countries of the East.

The Commonwealth is a large family of nations living together in mutual trust and friendship. The unity of this Commonwealth depends on the peoples of many of the nations learning about each other and working together in a spirit of understanding. Only through education and the friendly exchange of ideas will the Commonwealth grow and its spirit survive.

We are living in an age of jet travel and of rapid communication. Space has been conquered; man has travelled from day into night and back into day within an hour; and through the uses of mass media a national event becomes world news within a matter of minutes. What happens to children in one part of the world today is the concern of children in Ontario. The wide world of yesterday is truly, in terms of time and space, a small world today. Never before in history has there been so much travel, so much meeting of peoples from different parts of the world. Each must learn about the other through reading, through friendly exchange of ideas, and by studying together.

It is hoped that through the text and pictures of this book, teachers and pupils may meet and learn something about the YOUTH OF COMMONWEALTH AFRICA within the great Family of Nations.

John P. Roberts

MINISTER OF EDUCATION

A FAMILY OF NATIONS

The Commonwealth of Nations is unique. There has never been a company of nations quite like it. History can show no union that has lasted so long and so successfully as this great family.

The Commonwealth countries are not bound and disciplined by written rules; there is no constitution and any nation may withdraw at any time. Like members of a large and understanding family, Commonwealth Nations voice their opinions, agree and disagree, yet they know that their points of view will be heard with consideration in an atmosphere of fairness and friendship. Each nation respects the other; the greatest shame is for one to lose the respect of the family.

Speaking of the Commonwealth of Nations during a state dinner given in her honour by the Government of Ghana during her 1961 tour of West Africa, Her Majesty, Queen Elizabeth II said,

> "We know it as a group of equals — a family of likeminded peoples whatever their differences of religion, political systems, circumstances, and races — all eager to work together for the peace, freedom and prosperity of mankind . . . It derives its strength from respect and friendship which members have for one another."

The Queen stated, on another occasion, that the tie that binds the members of the Commonwealth is one of affectionate regard. An indication that this regard is in no small way due to her own untiring efforts is provided by the pictures on the next page.

Further evidence of unity is illustrated by the fact that the parliaments of all Commonwealth countries are modelled on the Mother of Parliaments.

As they emerge into independent, self-governing nations, colonies, of their own free will, state their desire to become members of the Commonwealth. And so, as the number of individual colonies diminishes, a larger, united Commonwealth of Nations emerges. Truly, "the old order changeth yielding place to new".

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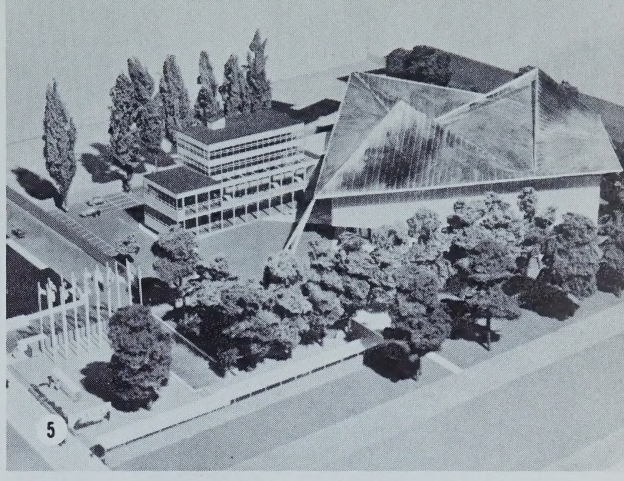
The Family of Nations is made up of many members: The United Kingdom, Canada, Australia, New Zealand, India, Pakistan, Ceylon, Ghana, The Federation of Malaya, The Federation of Nigeria, the Republic of Cyprus, Sierra Leone and Tanganyika.

The Commonwealth is founded on the wisdom and experience of the past; its future rests in the understanding hands of its youth. There is the greatest need for the youth of the Commonwealth to exchange visits, to study together and to share experiences. One such meeting place is the new home of the Commonwealth Institute to be opened in London in October, 1962. This building is a symbol of the friendship and mutual understanding among the peoples of the Commonwealth. The photograph of a model of the new Institute shows how modern this structure is in its design. The unique roof is to be constructed of copper from Northern Rhodesia. Aluminum used in the building will be supplied by Canada. The new home will have walls of translucent glass and will house the exhibitions of life in all Commonwealth countries and Colonial territories. The west wing will provide a theatre for the viewing of Commonwealth films, an art gallery to display the representative work of member countries, a library available to all students of the Commonwealth, and a large reception room.



2. *Prince Philip attends the State opening of Parliament in Tanganyika*
3. *The Queen addresses Parliament at Sierra Leone (Interior View of the House in Session)*
4. *Ashanti tribesmen greet Her Majesty, the Queen, during her visit to Ghana*
5. *A picture of the model of the Commonwealth Institute in London. This centre will be completed in October, 1962*
6. *The Queen presents a gift to an Ashanti chief*
7. *The Queen with Sir Milton Margai, Prime Minister of Sierra Leone, at a state function*

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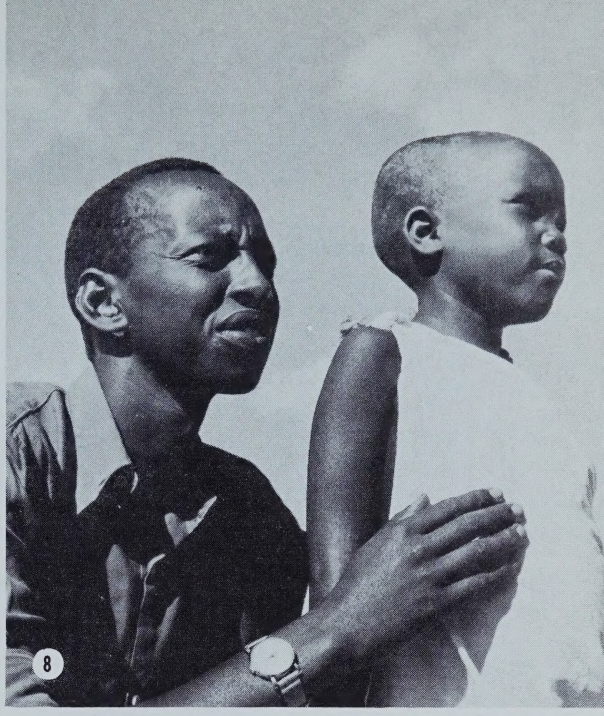
NO TIME TO LOSE

The Commonwealth countries of Africa see the need for education. Many African peoples are only now catching up with their educational needs, and leaders realize that school should begin when the child is five or six years of age. Unfortunately, all African boys and girls are unable to find places in the over-crowded schools. There are neither the buildings nor the trained teachers. So great is the desire of African children to attend school that only three or four years ago three hundred young African children marched eight miles from their little home town to the Department of Education at a nearby city to seek places in school. The desire of the children and urgency of the leaders for more schools are already evident, but money is needed. It is hoped, however, that as finances become available there will be classroom places for all.

The little boy in the photographs is named Kiroken. For him schooling has already begun. The pictures reveal a story and an experience that have been common to us all — those first days at school. He must feel strangely alone and slightly bewildered. He is away from home and away from all the familiar things that once made up his little world. For this young boy, as for many others, the strangeness and change are even greater as he has to adjust to living away from his parents at the primary school. The photographs show his first days at school, his first meeting with the principal, getting to know his new classmates and surveying his sleeping quarters. The little boy is, however, delighted at the opportunity of going to school for, after all, he is the first from his family ever to attend school.

During the first four years in school, this young boy learns geography, history, arithmetic, and civics, and receives religious education in his own language. English will also be introduced. Later on, if he can manage to go to intermediate school for four years, he, like the boys shown in the pictures, will take instruction in carpentry and agriculture. If his marks allow him to go into secondary school he will study mathematics, science, history,

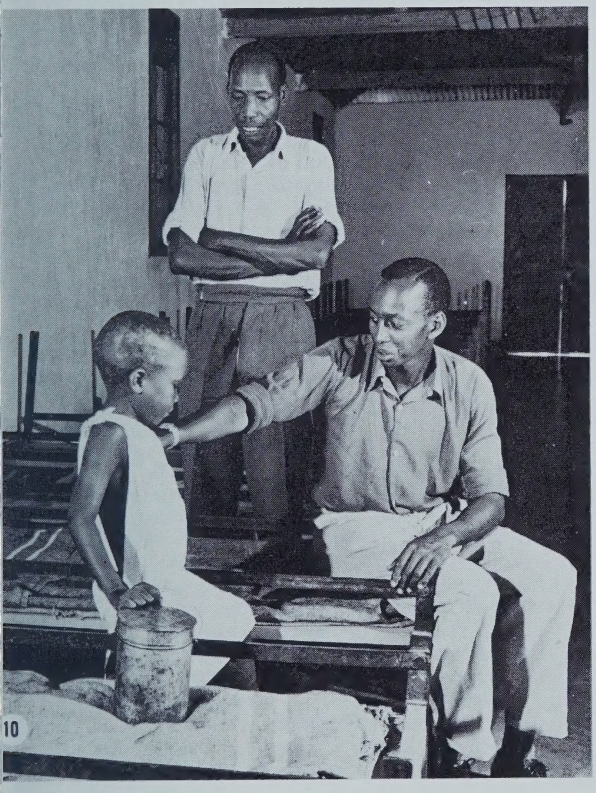


geography, religion, art, music, handwork and physical training. These lessons will be taught in the English language. Whether he later goes to a Teachers' Training College or studies for a technical diploma or takes his Arts or Science degree at a university he will be a great asset to his country.

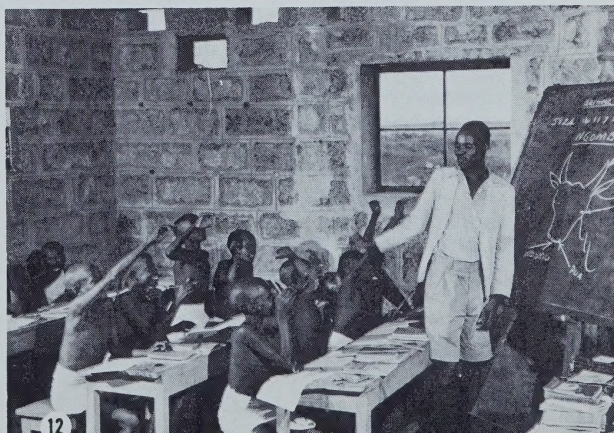
Although the need for education in these emerging nations of Africa is being recognized it would be unfair to think that African respect for learning is a recent attitude. History reveals that Timbuctu in very early times was an important centre of learning and of culture. This old, fortress city just a few miles north of the Niger River once boasted an impressive library and its university offered courses in theology, Muslim law, grammar and literature. Visiting lecturers came from distant Cairo and Fez. Present emphasis is on the needs of education for the young where the best traditions of the past will be incorporated into the future needs of mass education.

A graduate student from Kenya, studying at the University of Toronto, wrote in the pamphlet WORLD AFFAIRS for May, 1961,

> "No one is more aware of the needs and problems of Africa than Africans themselves. They face tremendous tasks, in industrializing the huge continent, raising the standard of living of 250 million people, and ending illiteracy. They have no time to lose."



9. *Open air assembly around the flagpole at a Primary School in Kenya*
10. *In the dormitory the headmaster tries to make Kiroken feel at home*
11. *Older boys learn carpentry in a school workshop*
12. *A science class conducted in Swahili*



COMING OF AGE

Customs differ in many parts of the world. What is strange and exciting in one part of the globe is commonplace and accepted in another.

In the picture, two young students from Africa are spending Christmas with an English family in London. A traditional English Christmas is very different from that enjoyed in Nigeria or Tanganyika during this festive period. Climate, scenery, food and gifts would differ greatly but the same family spirit would prevail.

Of course differences of a similar nature would be experienced by a person visiting Africa. A Canadian teacher and his wife wrote a letter to friends at home describing this festive season.

> "This past Christmas turned out to be one of the most unforgettable for us. Rather elaborate plans for the holiday had to be cancelled because the rains had closed roads and railways in the direction of Lake Victoria and the Nile. However we made it to the coast by driving 200 miles of muddy roads and then by boat and plane to Zanzibar. Christmas Day itself was spent on a small, tropical island. We swam in the clear, warm water and duck-dived for coral . . . The rainy season is well under way, here. Temperatures are in the 80's and 90's and the humidity is very high. But, tonight, as I type this, there is a very nice breeze coming in the window. We have yet to have a night that is too hot to be comfortable."

A little later, the wife of the teacher wrote from the Teachers' College at Mpwapwa, Tanganyika:

> "You would be interested in an experience we had last Sunday . . . Across a cornfield in a hut some women and girls were celebrating the coming of age of one of them . . . When we realized the ceremony was to continue until sundown we returned to get a neighbour who had a tape-recorder . . . I went in and danced around the central figure just like everyone else . . . They made a present to us of their precious corn . . ."

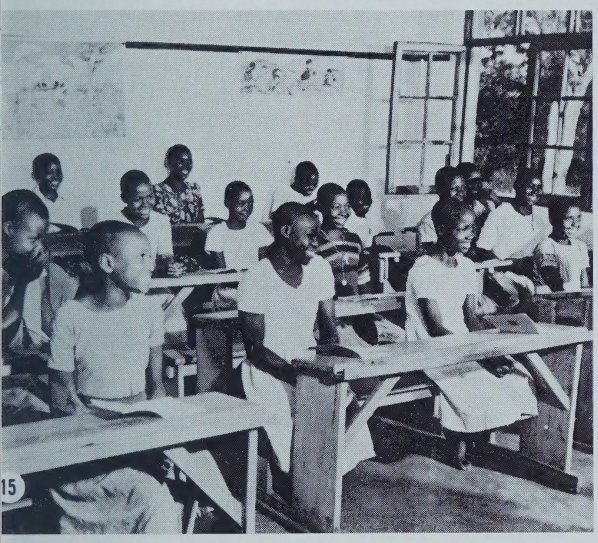
This young Canadian couple is spending this year assisting in the training of teachers. Long after they have returned home, the young African students will be helping to staff schools like those shown in the pictures.

Traditionally, in Africa, boys have been offered better educational opportunities than girls. Until recently the role of African girls has been that of wife and mother, looking after the home, and helping with the seeding and the harvesting of the crops. The alertness with which many women have responded to classes in child-care and home economics, their quick recognition of the importance of learning agricultural knowledge and their willingness to engage in new tasks, all testify to a new and awakened interest.

Today, most African teachers are men, but with the establishment of additional Teachers' Colleges like those illustrated, young ladies will staff more schools. With this new career open to girls, they will have opportunities to contribute to the education of their communities and their country. Some will also staff the hospitals and work with business firms. Many more, equipped with further education, will become competent mothers bringing up a new generation of responsible and loyal citizens.

In the school crest worn by one of the student teachers in picture 16, it will be seen that one quadrant of the shield contains a palm tree while another shows an open book. These emblems suggest the changes that are slowly but surely taking place in the role of these young women of Sierra Leone. The tree represents the coconut palm. The harvesting of the coconuts, one of the major crops of this country, has been done by young women. The open book is symbolic of the new learning.

Through new opportunities made increasingly available to her, the young African woman will become a full partner.



14. *Teachers-in-training at St. Mary's College, Roma, Basutoland*
15. *Interior of primary school for girls, Kenya*
16. *Close-up of four teachers-in-training learning English elocution (Sierra Leone)*
17. *Outdoor physical education class in a Kikuyu girls' school, Kenya*

THE CHANGING SCENE

The educational scene in Commonwealth Africa is gradually changing. In the past, education was for the few; today it is intended for the many. At first Africans concentrated on university training for the few. Today, the change is towards practical education in trade schools, in technical colleges, and in community development programmes. Although academically trained people are needed, more skilled craftsmen and technicians are required by these Commonwealth nations.

The governments of the African countries of the Commonwealth are most desirous that more boys take advantage of further education. These new African nations particularly need skilled young people so that goods may be manufactured for home and overseas markets. Production is essential to development, for only by trade with other countries will these peoples earn money to achieve their desired aims — better standards of living, a voice in world affairs, and a richer and fuller life. Education, whether academic, technical or commercial is the key.

Africa also needs thousands of trained teachers and numerous school buildings. Books and class equipment are also required. The pupils are ready and eager to learn, but money is needed to establish the necessary schools.

Commonwealth countries are helping the African members by sending experienced people to assist in the training of teachers and by admitting African students to colleges and universities in other parts of the Commonwealth. Ontario is already contributing as is evident in the number of teachers of our Province on loan to Africa, the number of Commonwealth students attending the universities and colleges in the Province, and by contributions of money.

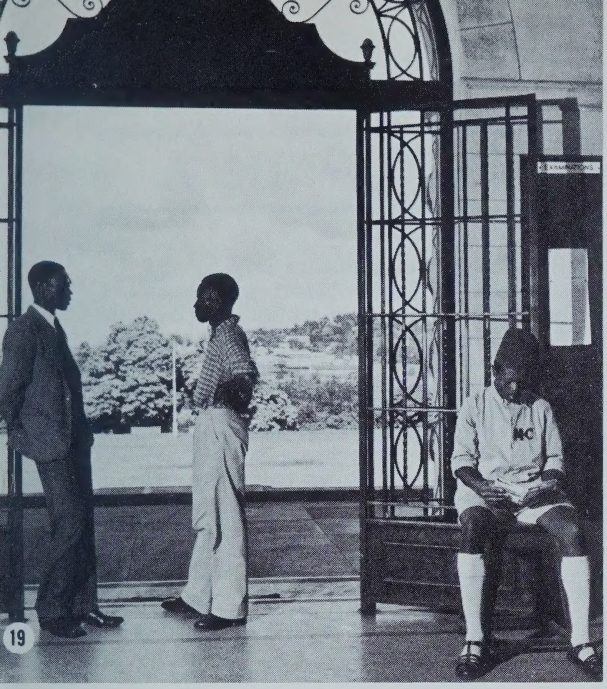
The above photograph was taken in one of the two government trade schools in Tanganyika which trains young people to become skilled technicians. Students of another type of government school are shown in picture 22. Kumasi Agricultural Centre, Ghana, provides a three-year course in arts, science and field work. Studies range from animal husbandry to insect pests and from soil analysis to genetics.

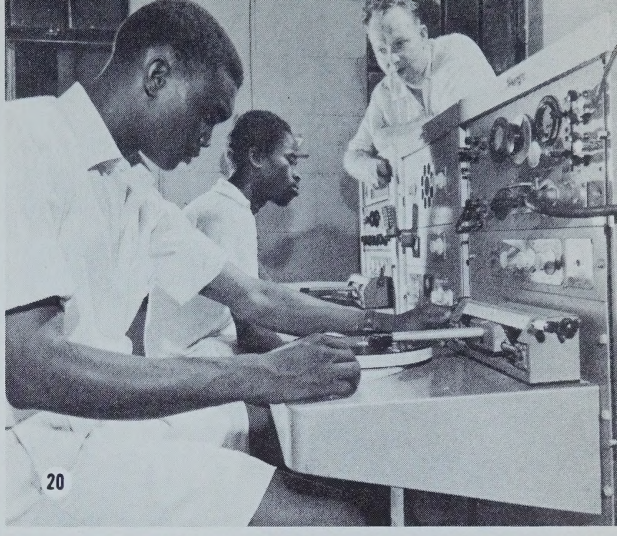
In picture 20, students in a broadcasting engineering course practise on modern equipment. There is a consequent demand for electricity. Africa is well-endowed with falls and swift-flowing rivers which can produce such power. Aware of the need for such power, African nations are developing their hydro electrical resources in such major projects as the Upper Volta Dam in Ghana and the Kariba Dam on the Zambesi River.

Increasing emphasis on technical education is noted in Makerere University College, the subject of one of our pictures. Established in 1921, as Uganda Technical College with only fourteen students, Makerere College has now eight hundred taking courses emphasizing studies in science.

Again, a new venture is seen at the Nyatsine African College near Salisbury, Southern Rhodesia, where high school courses in commercial subjects, motor mechanics and electrical trades, will be offered.

In young and developing countries, scientific and technical education must proceed hand in hand with the cultural. No countries are more presently aware of this need than those of Commonwealth Africa. Methods are changing in Africa from rural type farming to scientific agricultural methods and from small cottage industries to workshop techniques. These changes are being brought about by the enthusiasm and skills of the young people.





19. *Main entrance, Makerere College, Uganda*
20. *Students learning the use of machinery at the Yaba Technical Institute, Nigeria*
21. *Interior scene of a village factory in Nigeria*
22. *Junior officers receive field training at the Kumasi Agricultural Centre, Ghana*

A NEW LIFE

The peoples of Africa are experiencing and undergoing great changes. The early years of this decade will be considered as the era of emergence for many African nations. There is a feeling of awakening to a new era in this vast continent. Like the mood that prevails at a New Year's gathering, there is a spirit in Africa of youthful anticipation, of looking to the future and of plans to be made. There are growing pains that are both exhilarating and challenging.

In the mood of the picture of the young Mosuto girl, a few lines from a poetic story called, NEW LIFE AT KYEREFASO by a Ghanian teacher, writer and radio broadcaster, Efua Theodora Sutherland read:

There was a woman long ago,
Tell that maid, tell that maid,
There was a woman long ago,
She would not marry Kwaw,
She would not, would not, would not.
One day she came home with hurrying feet,
I've found the man, the man, the man,
Tell that maid, tell that maid,
Her man looked like a chief,
Tell that maid, tell that maid,
Her man looked like a chief
Most splendid to see . . .

From "An African Treasury", edit. by Langston Hughes, Copyrighted 1960 by Langston Hughes, Used by permission of Crown Publishers, Inc., N.Y.

In this sensitive story the young maid, Foruwa, finally meets the young man of her heart's choice — a stranger to her village. The youth is of manly bearing, educated and wise, and possesses many skills. He shows the suspicious villagers the pleasures of fruitful work. His nimble fingers weave baskets and kente cloth, make mats and stools, mould bricks and build a graceful house, make the land yield abundantly. He speaks with wisdom and understanding. Soon the villagers seek him out and ask his advice. A new spirit stirs in the village and it seems as if Kyerefaso had been born anew.

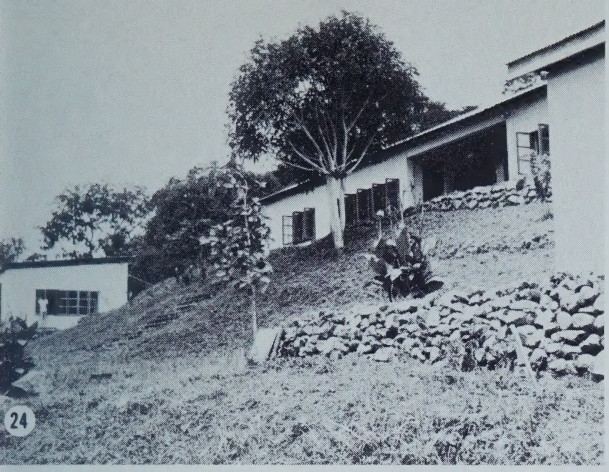
This simple but wise story typifies the spirit of many young Africans today. They are stimulated to a sense of service to their community and to their country. Furthermore, the story recognizes that changes in African society must, eventually, be carried out by young people with vision and imagination who are able to lead and inspire their fellow men. It has been recognized that one important way to develop such leaders is through the establishment of residential adult colleges.

In pictures 24 and 25, are the buildings of Awudome Residential College, Tsita, Ghana.

Picture 24 shows the main buildings built by the voluntary labour of the eight local tribes. Picture 25 shows a dormitory or chalet which was built through the Unesco Gift Coupon project. A cheque for $3,000 was handed to the Paramount Chief of Awudome District by the United Nations Travel Mission to Africa in 1961. This should pay for the construction of more chalets.

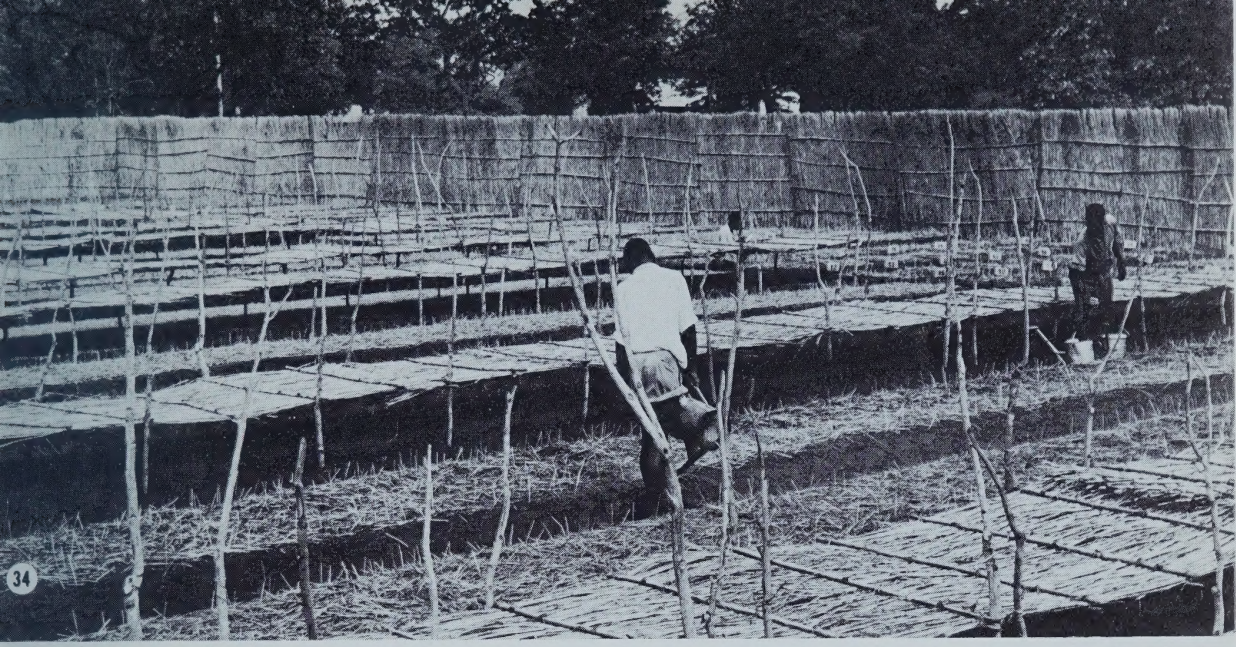
In pictures 26 and 27, classes of young women are concentrating upon domestic sciences. The class in picture 26 is sewing to qualify for a needlecraft badge. This class is in Northern Rhodesia and is just one of the many organized by voluntary European aid. Like the short courses offered by the residential colleges in Ghana, the aim is to motivate domestic improvements in the home.

It has been Great Britain's purpose in Africa to develop adequate standards of living, health, and education. These aims are still being pursued by both British and African administrators of colonies and dependencies. Where an African country has become sovereign these aims have been pursued. Formal education, vocational training, and community development programmes are important aspects of the new life. Various financial aids and various parliamentary acts are making these programmes possible. However, the greatest stimulus stems from the youth of these countries. Future plans include better housing, safe supplies of drinking water, improved professional services, more varied and more plentiful goods, better means of transportation and communication and a longer and happier life.



24. *Main Building Awudome Residential Adult College, Ghana*
25. *Two residential chalets paid for by Unesco gift coupons donated by Canadians*
26. *Lusaka Municipality Sewing Class, Northern Rhodesia*
27. *A class in domestic science at a community centre, Tanganyika*
28. *Family life, Bechuanaland.*
29. *Sakubva Home Craft Club, Southern Rhodesia*

PEOPLES AND PLACES



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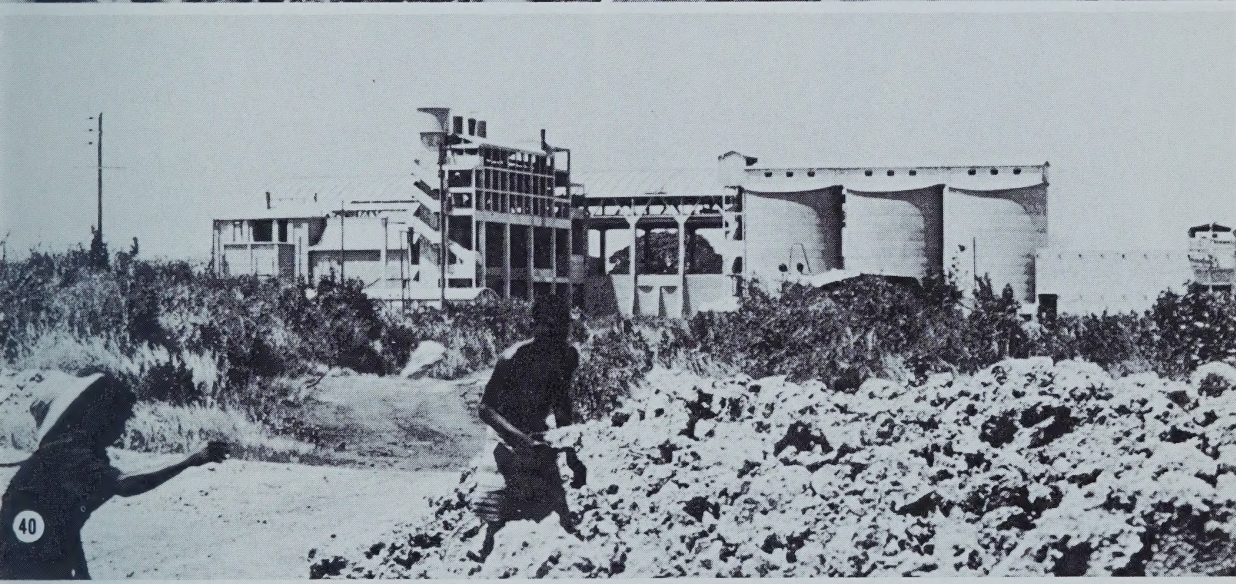
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PEOPLES AND PLACES

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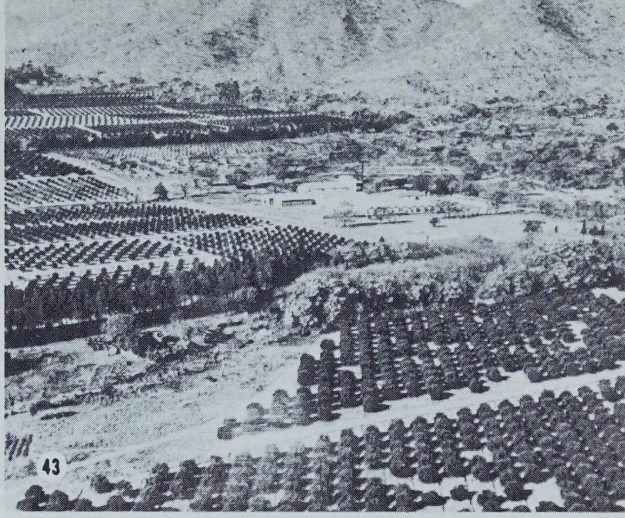
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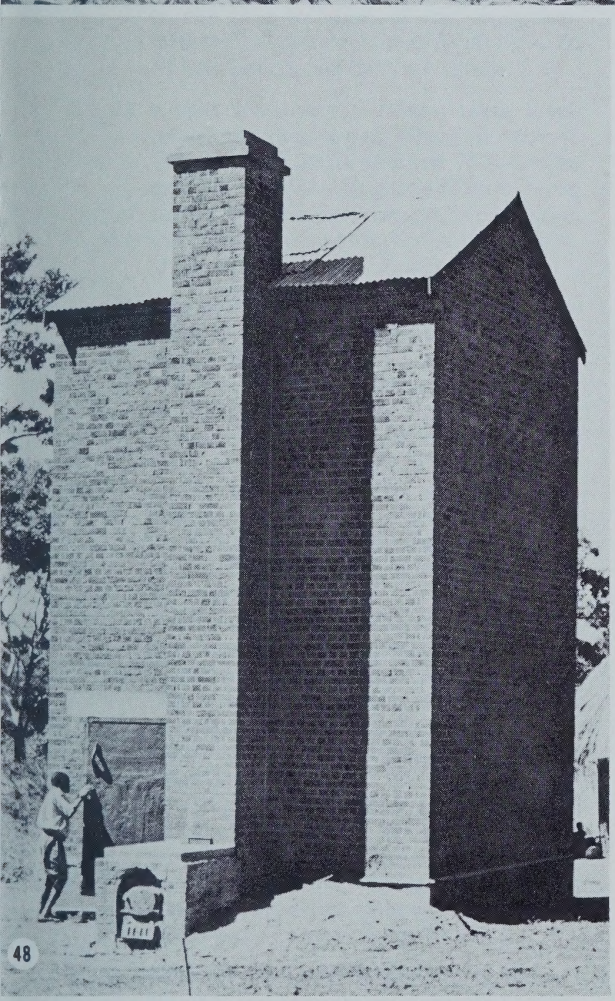


PEOPLES AND PLACES

PEOPLES AND PLACES IN COMMONWEALTH AFRICA

(Information related to pictures 30 to 50 inclusive)

30. Football, or soccer as we call it, is the most popular organized sport in many African countries.

    This picture shows an inter-territorial match at Dar-es-Salaam, Tanganyika.

31. The Boy Scout Movement in Nyasaland has made great progress in recent years. In the true tradition of the movement, troops of all races mix in a friendly rivalry. African and Indian cubs are shown.

32. Kenya, like other countries, takes a full part in the Guides and Scouts movement. There were 13,000 Scouts and 7000 Guides enrolled by 1959. The group of girls shown represent four races (African, Arab, Asian and European) and four territories (Kenya, Uganda, Tanganyika, Zanzibar).

33. A new Canadian Junior Red Cross Programme is about to be launched in Sierra Leone. It is planned to run for two years and involves the expenditure of $120,000. It will be, essentially, a self-help programme. The funds allotted will supply seeds and tools to allow African pupils to establish school gardens. A specialist in nutrition will show the youngsters how to prepare and cook the vegetables grown much as is being done in the accompanying photograph.

    The co-operation necessary to make this plan a reality will involve the Government of Sierra Leone, The Food and Agriculture Organization of the United Nations, the Canadian Freedom From Hunger Campaign Committee and the Juniors of the Canadian Red Cross. The money to pay for shipping seeds and tools to Sierra Leone could be raised by Juniors. Ontario branches in classrooms can play an important part in supporting this project to add animal proteins, vitamins and minerals to the diet of many young Africans.

34. Research workers look after young tobacco plants at the Agricultural Research Station, Chitedzi, Nyasaland. Notice how the young tender plants are protected from the hot, tropical sun by cane mats. Much research work is carried on in this country to introduce new crops or to improve production of already existing cash crops.

35. Nigerian farmers busily harvesting their crops of cocoa pods. The pods grow on the large branches and even on the main trunks of the cocoa trees. When ripe, the pods attain golden, reddish brown to purple hues and make bright splashes of colour against the green of the trees. Each pod contains some 30 to 50 tightly packed golden-brown beans which become dark brown when dried. The dried beans are sacked and exported. Nigeria is mainly an agricultural country and cocoa is one of its major crops.

36. Stacking sacks of groundnuts ready for shipment in Gambia, West Africa. Groundnuts are the main crop and export of this little country. Farmers work on a co-operative basis and sell their crops to a Marketing Board which helps the farmers by giving them advice and supervision on how to improve their crops and run their farms on scientific lines. The river Gambia that runs east to west through this narrow country may be seen in the background of the picture.

37. African boys armed with baskets busily pluck the leaves and tips of tea plants on a hillside plantation in Nyasaland. Tea grows best on well-drained hillsides. The larger trees give shade to the tea plants and hence keep the tea leaves fresh and moist during the picking. Four pounds of fresh tea leaves make one pound of dried, packaged tea.

38. Stripped for action this group of miners is drilling for gold 1,800 feet below the ground in Ghana. This West African country is a veritable treasure chest of minerals for besides gold, there are diamonds and bauxite. Manganese is used in the making of glass and the production of steel. Bauxite is the ore from which aluminum is made.

39. With the use of excavators, miners in Sierra Leone remove clay material from areas between rocks in search of diamonds. Hoses pump away the water that accumulates during the mining operations. Diamonds are the country's chief source of wealth. Sierra Leone was once a haven for rescued, freed, or escaped slaves, and the name of the capital, Freetown, is a happy reminder of the service this country performed in those sad, dark days.

40. Two workers check a load of coral from a nearby quarry at a cement works near the port of Mombasa in Kenya. This raw material mixed with clay forms an excellent cement. The need for cement is essential in growing and developing a country such as Kenya.

41. A mahogany log is being towed by tractor after filling in an equatorial forest in north west Uganda. The forested region of Uganda contains some of East Africa's richest hardwood trees. Mahogany, with its reddish colour and fine graining is considered the most prized wood for furniture and panelling.

42. A practical class in the open air. A visiting government agricultural officer shows women how to grade beans while a farmer looks on. Old, inefficient methods of farming, using poor seeds and wasteful of land, are being discouraged. Farmers are being taught good conservation practices to increase harvests, protect the land and thereby improve standards of living.

43. A fine aerial view of a citrus estate in Mashonaland, Southern Rhodesia. Note how the orange trees are planted in symmetrical rows on the floor and lower slopes of this sheltered valley. The storage sheds and the general business buildings of this large estate are seen in the centre of the picture.

44. In the shade of her home this lady of Zanzibar busily makes coir rope. This is one of the main industries on this clove scented island just off the coast of East Africa and it is essentially a cottage industry. Coir rope is made by rolling the long strands of the husk of the coconut together. The rope is used for making mats, sandals and large baskets and is much in demand in Arab countries. Compare this primitive method of rope making with the highly organized sisal cord industry of Tanganyika as shown in another picture.

45. A village on the mountain slopes of Basutoland. Basuto homes are built of rough stone or of sods of earth and are thatched with grass or wheat straw. The traditional shape is circular but many now prefer to build rectangular huts and, if they can afford it, roof them with corrugated iron sheets. Children, the world over, enjoy playing games, and as can be seen in the foreground, Basuto youngsters are no exception.

46. Coconuts cover the ground of a coconut grove on Mafia Island off the coast of Tanganyika, East Africa. The kernels dry in the tropical sun and are known as copra. It is used locally in the manufacture of soap. Oil extracted from copra is also used for flavouring and for medicinal purposes.

47. An agricultural demonstrator from a local research station gives advice to a farmholder in Bechuanaland. The corn-like plants are bullrush millets whose grain is very nutritious and forms an important part of the diet of many African peoples. The grain is pounded into a flour-like meal. Every effort is made in present-day African countries to encourage the farmers to produce the best crops, with the highest possible yields.

48. An agricultural student closes the door of a modern brick-built tobacco curing kiln in a government experimental station in Northern Rhodesia. In this building the tobacco is flue-cured by leaving the bundles of long leaves hanging in controlled heat for a period of three to five days. In Southern Ontario such buildings are made of wood, are often painted red and are part of the scenic landscape of the tobacco area of Norfolk County near Lake Erie.

49. Farmers in a village in Sierra Leone are treading the dried rice to remove the grain from the stalks. In this village in the Rice River district simple old-fashioned methods are still carried on. This is a happy time for the people as a good harvest sees the end of the "Hungry Season". Notice how the dress of the men and the structure of the huts reflect the hot climate of the country.

50. Sisal fibres are being placed in the sun to be dried and bleached. This busy scene is taken in Tanganyika, East Africa, the largest sisal producing country in the world. The fibres are obtained from a tough plant with long sword-like leaves. The yellow-white fibres are made into binding twine and coarse, canvas-type fabrics.

FACES FROM THE FOREST

Masks have played a significant part in the world's history. From ancient times to the present day they have played their role in ritual, drama, and art. From cold, barren lands to dense, tropical forests their hollow eyes and open mouths have commanded respect, awe, and even dread. In the ancient Greek theatre the mask indentified the character, in ancient Cathay it might represent a demon god, and in the ancient Toltec civilization of Central America a man could not face the judges of the dead without a mask.

Africa, in the past, has contributed greatly to the rich and colourful history of masks. Great artists such as Picasso and Modigliani have been influenced greatly by African masks and today, these African masterpieces are valued exhibits in the world's museums and art galleries.

Masks varied in different parts of Africa. They represented strange gods, seasons or sacred animals and their part in ancient ceremonies differed from tribe to tribe.

Masks were made of wood, stone, metal, bone, or woven grass. Some were colourfully decorated; others dark and sombre. African masks were generally made of wood; they were truly tales from the forests.

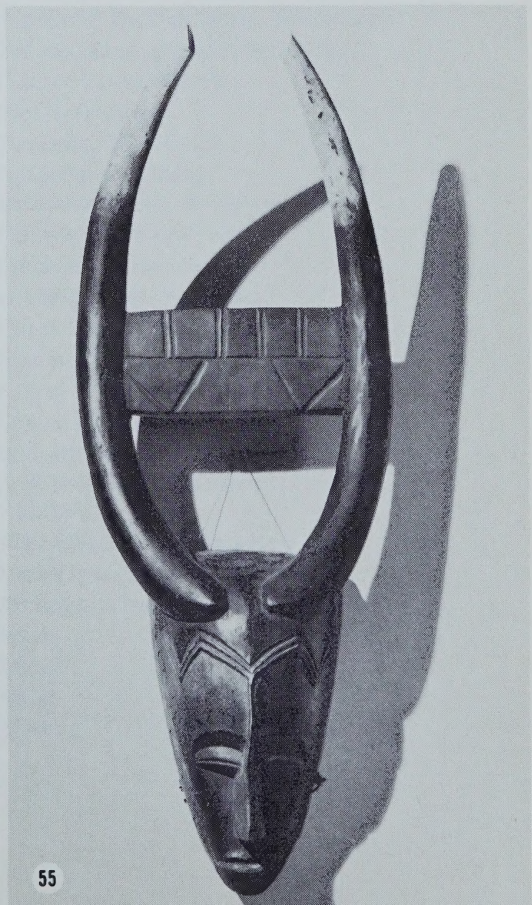
On the next page are some pictures of these beautiful African masks. In present-day Africa the mask is an expression of art just as the old Indian and Eskimo masks are part of Canada's heritage of art. Today, young students in art classes using modern tools still sculpture masks. The past lends a new interpretation to the present.

In the past African craftsmen designed masks, bowls, stools and figurines for use in their daily living. Today these articles besides being of use are much admired as creative works of art. The youth of Africa besides learning practical skills for employment also contribute to the cultural arts.

52

53

54



55

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LIST OF PHOTOGRAPHS

1. Her Majesty
2. Prince Philip at State Opening, Tanganyika
3. Our Queen Addresses Sierra Leone Parliament
4. Ashanti Tribesmen Meet the Queen, Ghana
5. Model of New Commonwealth Institute, London
6. The Queen's Gift, Ghana
7. Our Queen with Sir Milton Margai, Sierra Leone
8. Kiroken and Headmaster of Primary School, Kenya
9. Assembly at Kenyan Primary School
10. In the Dormitory
11. In the Workshop
12. In the Schoolroom
13. Christmas with a London Family
14. Teachers-in-Training, Basutoland
15. An African Girls' Primary School, Kenya
16. Practising English, Sierra Leone
17. Kikuyu Girls' High School, Kenya
18. Trainee Welders, Tanganyika
19. Makerere College, Uganda
20. Senior Broadcasting Engineering Course, Nigeria
21. Village Factory Run by Ex-service Men, Nigeria
22. Field Training, Kumasi, Ghana
23. Young Mosuto Girl, Basutoland
24. Awudome Residential Adult College, Ghana
25. Canadian Chalets, Ghana
26. Sewing Class, Northern Rhodesia
27. Domestic Science Class, Tanganyika
28. Family Life, Bechuanaland
29. Homecraft Club, Southern Rhodesia
30. Inter-territorial Soccer Match, Tanganyika
31. Cubs in Uniform, Nyasaland
32. Four Girl Guides
33. Red Cross Demonstration, Sierra Leone
34. Tobacco Plant Nursery, Nyasaland
35. Cocoa-picking, Nigeria
36. Port in Gambia
37. Tea-fields, Nyasaland
38. Gold-mining, Ghana
39. Diamond-mining, Sierra Leone
40. Cement from Coral, Kenya
41. Lumbering, Uganda
42. Grading Beans, Basutoland
43. Citrus Estate, Southern Rhodesia
44. Coir Rope-making, Zanzibar
45. Kalani Village, Basutoland
46. Drying Copra, Tanganyika
47. Bullrush Millet, Bechuanaland
48. A Flue for Curing Tobacco, Northern Rhodesia
49. Threshing Rice, Sierra Leone
50. Sisal Fibre, Tanganyika
51. Modelling Class, Makerere College, Uganda
52. Mask
53. Mask
54. Mask
55. Mask

BIBLIOGRAPHY

Some publications readily available to teachers as resource material for the preparation of lessons are listed as follows:

a) AFRICA: CONTINENT IN TRANSITION, STUDY KIT No. 9, Canadian Institute of International Affairs, Toronto

b) AN ECONOMIC SURVEY:

THE FEDERATION OF RHODESIA AND NYASALAND
NIGERIA UGANDA GHANA KENYA

c) A series of booklets produced and issued by Barclays Bank, D.C.O., 54 Lombard Street, London, E.C. 3, England

d) FACT SHEETS ON U.K. DEPENDENCIES,
British Information Services, Canada

e) MASKS: THE MANY FACES OF MAN,
Royal Ontario Museum, Toronto

The following brochures prepared by the British Central Office of Information may be obtained from the British Information Services, Toronto:

TANGANYIKA: A STORY OF PROGRESS
THE CHANGING MAP OF AFRICA
THE COMMONWEALTH WE LIVE IN

The following booklets and newsletters may be secured through the United Nations Association of Canada, 329 Bloor Street West, Toronto:

ASIA, ARAB STATES, AFRICA: EDUCATION AND PROGRESS
EAST AND WEST: TOWARDS MUTUAL UNDERSTANDING,
Georges Fradier
THE UNESCO GIFT COUPON PLAN
WORLD REVIEW (regularly issued)